

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: EDA 8283

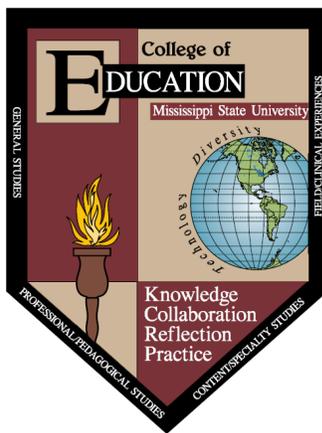
Course Title: Educational Leadership

Credit Hours: Three (3) semester hours

Type of Course: Lecture (delivered online)

Catalogue Description: Three hours lecture. Nature of educational leadership. The role of leadership in staff and program development, diffusion of innovations, and the uses of power in educational decisions.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

The course objectives are developed around the Educational Leadership Constituents Council (ELCC) standards and the Mississippi State University Conceptual Framework Program Outcomes (CFPO) for advanced programs. The ELCC Building Level Standards are listed followed by the course objectives.

1. ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. (CFPO #1, 2, 10)
 - a. Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
2. ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. (CFPO #1, 2, 10)
 - a. Element 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
 - b. Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
 - Create an awareness of major theories regarding leadership, motivation, decision-making, and communication [ELCC 3.2b, 5.1a, 5.2a; CFPO 2, 10].
 - Use leadership theories in problem-solving [ELCC 3.2b, 5.1a; CFPO 1, 2, 10].
 - Demonstrate the capability to assess situations and determine the probability of success based on various leadership styles [CFPO 1].
 - Demonstrate the capability to delegate responsibility [ELCC 3.2b; CFPO 2, 10].
 - Demonstrate the capability to give constructive feedback to followers [CFPO 2].
 - Demonstrate an understanding of the role of ethics in administrative decision-making [ELCC 5.1a, 5.2a; CFPO 10].
 - Demonstrate an understanding of various leadership inventories and how to use the inventories to enhance leadership skills [ELCC 3.2b; CFPO 1].

- Use leadership and management inventories in the workplace to improve personnel relationships and productivity [ELCC 3.2b; CFPO 1, 2].
- Develop an understanding of leader/follower interactions and how to use this information to improve the organization [ELCC 3.2b; CFPO 1, 2, 10].

Topics to Be Covered:

	Clock Hours
Discuss syllabus and course requirements Definition of leadership Trait approach to leadership Skills leadership theory and models Analyze assigned case studies Discuss self-analysis resulting from use of leadership assessment inventories Review and analyze movie for leadership approaches	9.0 hours
Style leadership theory and models Situational leadership theory and models Contingency theory Analyze assigned case studies Discuss journal articles Discuss self-analysis resulting from use of leadership assessment inventories Review and analyze movie for leadership approaches	10.4 hours
Path-goal leadership theory Leader-member exchange leadership theory Transformational leadership Analyze assigned case studies Discuss journal articles Discuss self-analysis resulting from use of leadership assessment inventories Review and analyze movie	8.0 hours
Team leadership The psychodynamic leadership approach Women and leadership Leadership ethics Analyze assigned case studies Discuss self-analysis resulting from use of leadership assessment inventories Discuss journal articles	10.0 hours

Review and analyze movie	
Discuss books – <i>Caring enough to lead</i> by Leonard Pellicer and <i>The Prince</i> by Machiavelli	2.0 hours
Final Examination	2.0 hours

Required Texts:

Northouse, P. G. (2004). *Leadership: Theory and practice* (3d ed.). Thousand Oaks, CA: Sage Publications.

Pellicer, L. O. (2003). *Caring enough to lead* (2d ed.). Thousand Oaks, CA: Sage Publications.

Machiavelli Niccolo (1513) *The Prince* New York, NY: Sparks Publishing.

Methods of Instruction:

1. Case Studies Analyses
2. Lecture/Whole Group Discussions
3. Small Group Work/Discussions
4. Reflective Writing
5. Journal Articles Analyses and Evaluations
6. Leadership approach analysis of self by using Leadership Assessment Inventories
7. Movie Reviews and Analyses

Suggested Student Activities:

1. Chapter Summaries (**ELCC 3.2b, 5.1a, 5.2a; CFPO 1, 2, 10**): This assignment is divided into three parts. (1) Write a summary of the assigned chapters. Limit the summary to a **maximum of three typed, doubled-spaced pages**. Not three pages for each chapter, but three pages for all assigned chapters for the week. (2) At the end of each chapter you will find a leadership or management inventory/questionnaire. Complete two leadership inventories on yourself from each assigned reading. You will select a second inventory/questionnaire to complete. (3) Analyze the results of the inventory/questionnaire and write a **one page analysis/reflection** for each inventory/questionnaire. By the end of the semester you should have completed several inventories/questionnaires on yourself which will become a section of your portfolio. Chapter summaries will be given a pass/fail grade. For this assignment for each class meeting you should submit (1) chapters summaries, (2) completed inventories, and (3) analysis and reflection on the inventories. Due: At the end of each class meeting.

Explanation of Pass/Fail Grades: For quantitative purposes, each pass grade is worth 4 points and each fail grade is equivalent to zero points. You may earn anywhere from 4 to zero points on chapter summaries/inventory analyses and reflections. At the end of the semester, total points will be added and divided by the number of assignments to arrive at a participation grade. Since these assignments will be discussed in class, they will not be accepted late. Students who do not turn in these assignments on the dates due will earn a zero for participation for that day. The rationale for the zero is if you did not prepare your assignments you will not be prepared to fully participate in class discussions.

2. Case Studies (**ELCC 5.1a, 5.2a, 5.3a; CFPO 1, 2, 10**): Each class meeting the instructor will assign a problem or case study that students will solve within an assigned group. After a designated period of time students will come together as a whole group and discuss the problem/case study. A pass/fail grade is earned for this assignment which becomes a part of the participation grade.

3. Journal Articles (**ELCC 3.2b, CFPO 2**): Read and analyze three journal articles. The articles must relate to leadership theories and approaches. **Retrieve the articles from refereed/peer reviewed journals.** Peter Northouse's book has an excellent reference list of journal articles at the end of each chapter. This is a good source for selecting an article. An assessment rubric will be used to grade this assignment. Use the following format to analyze the article.

- A. General Information: Title of article, author's name, date of publication, and one paragraph about the author. The paragraph should consist of a minimum of 5 sentences.
- B. Major Thesis: **Summarize** the major thesis of the article (**keep to 5 or less sentences**). What are the problems, issues being addressed, purpose and need, and/or theoretical basis for the article?
- C. Summary of Article: The summary must be a minimum of one double-spaced typed page and must address a leadership theory, approach, and/or model.
- D. Reflection and Personal Evaluation of article: Minimum of two paragraphs. Evaluate the information and describe how you would incorporate the information into your personal and professional life.
- E. Attach article to the summary to turn in.

4. Leadership Assessment Portfolio (**ELCC 3.2b, 5.1a, 5.2a; CFPO 1, 2**): The purpose of this activity is to enhance your understanding of your leadership approach, interaction with followers, and areas where you may need to make changes. During the semester you have completed several leadership inventories/questionnaires on yourself and analyzed and reflected on the results. This information will become a part of the portfolio.

- A. Section I – Identification Information – Cover page (include name, name of course, date, institution), and table of contents.
- B. Section II – Include the inventories/questionnaires you completed earlier along with the analyses and reflections on the results.
- C. Section III -- Select two inventories/questionnaires from among the ones you've already completed. Get three of your subordinates and/or colleagues to complete the inventories on you. Write analyses and reflections on the results of these inventories.

D. Section IV – Review the analyses and reflections in sections 2 and 3. Based on this information, write a **one-page reflection** on your leadership approach. Identify your strengths and changes that you believe you need to make in your approach to leadership.

E. Section V -- Write a one-page assessment of this class. Place content in a 1 to 2 inch binder or make sure the portfolio pages are well secured. Use tabs to separate sections. Number each page and type tab information.

An assessment rubric will be used to grade this assignment.

5. Book Reviews: **Pellicer’s *Caring enough to lead* and Machiavelli’s *The Prince* (Graded Using Attached Rubric):** Each student will read the book and complete a written summary and reflection on the book. The summary and reflection should be a **minimum of 3 typed pages**.

Summary - Accurately and precisely explain critical features/issues; Clearly and logically order elements or features of the event, concept, or strategy; Include **all** features or elements that would allow an outsider to see as you saw whatever is summarized.

A. Reflection - A particular kind of analysis, suggests self-analysis, or retrospective consideration of one’s practice. This is the thinking that allows you to make decisions about how you would approach similar situations. The “Reflection” section of your paper is where you show how you use or will use what you learned from the book to improve your future administrative performance. Inform readers about why you interpreted the information the way that you did. You also need to explain what **interpretation** you make of what happened, your sense of **why** it happened that way. You should back up your interpretations with specific research evidence or examples that make your point clear to the reader. Make sure you address the implications of the reading for you as an administrator.

6. Final Comprehensive Examination (**ELCC 3.2b, 5.1a, 5.2a; CFPO 1, 2, 10**): This examination will cover all topics addressed in this syllabus and in the classroom. An assessment rubric will be used to grade the exam.

MSU Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

For more on the honor code, visit <http://students.msstate.edu/honorcode/>

Technology:

Technology will be utilized throughout the course. All assignments require the use of technology. Technology failures (i.e. a frozen hard drive, an erased disk, an out-of-ink printer, a lost thumb drive, etc.) are not valid excuses for late or missing assignments. It is YOUR responsibility to create multiple back up copies of all written assignments, to keep your printer operational, and to leave enough time to respond to problems.

Diversity:

Diversity is an essential element of this course and will be addressed in all content.

Disability Statement:

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:

There is no field component for this course.

Evaluation of Student Progress:

1. Participation in Classroom Discussions – **15%** of grade [includes small group work, case studies analyses, and written chapter summaries turned in each week]
2. Written Review of Journal Articles – **15%** of grade [three journal articles]
3. Book Reviews (*Caring enough to lead* and *The Prince*) – **15%** of grade
4. Leadership Assessment Portfolio – **25%** of grade
5. Comprehensive Final Examination – **30%** of grade

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